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AUTHOR Geibel, Grace Ann
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ABSTRACT

This volume presents a discussion of the research methods, results and findings, and conclusions of a study to develop a computer generated index of course guides for Related Arts and Humanities Programs that include music and are currently operating in secondary schools throughout the country. The computer-generated index is contained in Volume II of the report. Appendices present a Format of Course Descriptions, Correspondence, and High Schools included in the Index. (DB)

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John Sokol

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Dr. John Sokol
Director, Educational Research
DHEW-OFFICE OF EDUCATION - RM 1013
Federal Building
26 Federal Plaza
New York, New York 10007

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THE INDEXING AND DISSEMINATION OF
CURRICULUM GUIDES FOR THE ARTS AND HUMANITIES

Sister Grace Ann Geibel

Project Sponsor: Dr. Donald J. Shetler

Eastman School of Music
The University of Rochester
Rochester, New York

July, 1971

U.S. DEPARTMENT OF
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Introduction

The principal purpose of the study has been to develop a computer-generated Index of course guides for Related Arts and Humanities Programs which include music and are currently operating in secondary schools throughout the country. (See Appendix C for list of schools included.) A description of each program has been drawn from information sent in response to an appeal for course materials. These materials have included formal course guides as well as outlines, unbound sheets, typewritten accounts, and letters from program directors and faculty.

Research Methods

This study of Related Arts and Humanities Programs began in 1968 with a general survey of such course offerings. Information acquired at that time included a collection of 40 course guides, lists of schools where programs were being planned and developed, and references to persons directly or indirectly involved with such programs. From February, 1970 until February, 1971, letters requesting information about Related Arts and Humanities Programs and letters requesting actual course guide materials were sent to the following persons: 1) Director of Secondary Education at the State Department of Education in each of the fifty states; 2) Supervisor of Music Education at the State Department of Education in each of the fifty states; 3) high school principals and program directors where an arts and humanities program was thought to be operating; 4) principals and program directors, from whom a course guide had previously been received, asking if revisions or supplements were available; 5) any person who had responded to previous correspondence. From this correspondence, a total of 174 secondary schools in 35 states contributed printed course descriptions of Related Arts and Humanities courses and approaches including music. These have been included in the Index. (See Appendix B for samples of correspondence.)

Results and Findings

The computer-generated Index, Volume II of this report, includes the following information: 1) a summarized description of each Related Arts and Humanities Program for which course materials were received; 2) an annotated list of five teacher manuals for Related Arts and Humanities Programs published by State Education Departments; 3) mailing addresses of schools whose courses are included in the Index; and 4) a bibliography of general humanities texts and music texts frequently used in the courses.

The description of each Related Arts and Humanities Program follows a standard format which includes the following major headings: I. School Location. II. School and Program Personnel. III. Course Guide Description. IV. Characteristics of the Program. V. Manner in Which Program is Handled. VI. Additional Features of the Guide. A Music Abstract. (See Appendix A for complete format.)

The course guides frequently consist of a tentative format, five or six pages outlining the material to be covered in the course. Some guides are more complete, including detailed descriptions of the course content and a substantial bibliography. A number of guides are comprised of bibliographical and reference materials exclusively which correspond to the units or topics discussed in the course. Regardless of the content, however, the majority of course descriptions provide only the skeleton around which the actual course develops in a flexible manner.

Among current Humanities programs certain similarities are evident, especially regarding content organization. Most of the courses are organized chronologically or thematically although these two approaches are not mutually exclusive. A historical period will occasionally be considered in relation to a specific "theme" or idea which has dominated the era; for example, selected works of artists, composers, writers and philosophers of the Renaissance may be studied within the framework of a theme such as "The Search for the Whole Man--Man Doing and Becoming." Conversely, a given theme such as "Man's Interpretation of Forces Outside Himself" or "The Classic/Romantic Antithesis in Art" may be studied through successive periods of history.

Most high school Humanities courses deal with literature, history or social studies, art, music, and philosophy. Several explore such areas as anthropology, psychology, archeology, dance, drama, and communication arts.

Each course description includes the following:
1) school location; 2) school and program personnel; 3) description of course document: title, date compiled, cost, format; 4) characteristics of the program: date of initiation, general objectives, subject areas included, organization of course content, special features; 5) manner in which program is handled: faculty, student enrollment, class and extracurricular activities, means of student evaluation, future plans; 6) additional features of the guide: suggested activities, bibliography, reference materials, appendices.

An abstract dealing with the treatment of music within each Related Arts and Humanities Program has been based on descriptions appearing in the course documents and has been included in the Index for each program entered. The following information was extracted for the formulation of these abstracts: 1) the role of music in relation to the objectives, organization, and content of the total program; 2) specific music objectives; 3) major music topics presented.

The entire content of the Index was generated from the IBM 360/65 computer at the University of Rochester. This computer has 512K bytes of high-speed core storage, and 1000K bytes of low-speed storage. The system also includes two 2314 disk storage units, with a total of thirteen drives, three 2401-5 9-track tape drives, two 2401-1 7-track tape drives, a 2540 card-read-punch, two 1403 N1 printers, a 1052 console printer keyboard, and other necessary channel and control units.

Each line of text was punched on an 80-column IBM card. Initially an 029 keypunch was used. Later the lines of text were input through a Datel 30 communication terminal, using a Datel 90 acoustic coupler and ordinary telephone to the IBM 360/65 computer. The IBM Conversational Programming System (CPS), which resides in a low-speed storage, was used. Through its Remote Job Entry capabilities, the lines of text were punched on cards as output from a batch job using UORCOPY, an assembler language utility program written at the University of Rochester.

Once the cards were punched, a University of Rochester Computing Center Library program, "FORM," file number 302.4.514 was used to list the cards. Column one of each card contained a carriage control character which controlled the spacing between lines and pages in the program "FORM." Though the program has options for 132 characters on a print line (using 2 input cards), only columns 2 through 72 were used for text in this project. "FORM" is written in PL/I programming language, and stored on the disk in load module form.

The following objectives are characteristic of the greater number of courses: 1) study of man's actions, creations, and expressions of his thoughts throughout the ages; 2) consideration of human values; 3) development of aesthetic sensitivity; 4) efforts to relate the total Humanities course content to current social problems and to personal concerns of the student; and 5) involvement of students in analysis of significant issues. Many courses emphasize creative involvement of the student in various forms of artistic media, (individual or group projects such as debates written in the style of a former era; composition of music to original poems or sonnets; art work with oil or tempera; or designing models of famous buildings).

An equal number of courses utilize a basic text or require several readings. Likewise, an equal number rely on the student's choice of supplementary readings in each area of study. Free and extensive use of library facilities is always encouraged. The bibliography on page 354 (Volume II of this report), lists humanities texts and music texts frequently used in the courses.

Despite obvious similarities among the Humanities courses, each guide reflects distinct characteristics of the program it describes. The faculty available to a Humanities course generally determines the subject areas to be included. Just what is to be learned, however, and how the learning is to take place are considerations which frequently result from a cooperative effort of both faculty and students to respond to mutual evaluation. Consequently, student needs and desires not only determine the type of course content, but also the manner in which the classes are managed. For example, the manner in which the classes are managed. For example, the content of an elective course, the purpose of which is to enhance traditional offerings, may derive almost completely from issues or considerations which the students themselves feel to be of interest or significance. This type of course may require no examinations and be quite loosely structured. On the other hand, a course designed to replace a traditional senior English class, or a Humanities course offered specifically to provide in-depth background for the college-bound student will usually require specific assignments, research papers, selected readings, and additional projects and creative activities.

Although many of these courses do stress student research, required readings, and class discussions, they differ from traditional history or literature offerings by attempting primarily to effect a situation whereby the student will gain not only factual knowledge, but deeper personal insights and a more profound understanding of others. Likewise, the Humanities student usually has greater opportunity to consider spiritual and aesthetic aspects of man through actual creative involvement in various forms of artistic media, or through

direct experience with the arts in galleries, museums, and concert halls.

Selected from the Humanities course guide for one high school program, the following quotation describes a significant characteristic of these offerings:

If you are considering such a course, follow no set pattern, and let the interests of the teachers and students dictate the direction of progress. Clifton Fadiman has said, ". . . the humanities are not a course at all . . . they are life itself." Allow plenty of time to think, to discuss, and to dream, and the humanities class will be keyed to the individuals in their search for relevance and cannot help but be successful. We have found that it takes a long time before the class realizes that they may freely express their personal ideas rather than the ideas they think the teacher wants to hear. When this stage is arrived at, the humanities class is on its way to success. We have only one requirement, that they are able to¹ support their ideas and not just sound off random opinions.

Computer-tape storage of the Index content provides the means whereby selected portions of information about the programs treated may be extracted for printout. The mini-tape Index of Arts and Humanities Curriculum Guides is housed at the University of Rochester Computing Center, at 727 Elmwood Avenue, Rochester, New York 14627.

Course documents (syllabi and course materials for the programs treated) are being donated to the Sibley Music Library of the Eastman School of Music and will be preserved there for circulation.

Finally, this study is to provide the basic information for the Principal Investigator's doctoral dissertation now in progress. The Index will constitute the second volume of the dissertation; the first volume will focus on the role of music within Related Arts and Humanities Programs.

¹Charles Bart, "The Humanities at Arrowhead," (curriculum Guide), Arrowhead High School, Hartland, Wisconsin.

Conclusions

This study does not provide a comprehensive picture of the total number of Related Arts and Humanities Programs initiated throughout the country; only those who responded to requests for course materials found inclusion in the Index. Also, it is apparent that many programs exist for which no formal course guide or written plan has been developed. Such offerings, as well as those whose materials are now in revision, could not be assembled for inclusion.

Furthermore, the manner of selection and interpretation of course materials does admit limitations. Printed outlines of course guides, no matter how complete, reflect the actual program only to a certain degree. When this information is interpreted in the Index, it then becomes third-hand. Therefore, the course description at times may appear incomplete. For example, if no class activities are listed in the course materials, the Index will indicate the omission; in reality many activities may be included in the course as it is implemented. Also, from the course guide alone, it is difficult to determine just how extensively any one of the subject areas is treated. This, together with a deep insight into the manner in which the total program or any phase of it is handled could be gained only with first-hand contact with the faculty and students.

It is hoped, however, that for certain purposes the Index will have value. It is a starting point, a source of information for educators on a national scale. Providing an outline-summary of current Related Arts and Humanities Programs in the 174 high schools that submitted material, it serves as a bibliographical tool citing much of what is available in print pertaining to these programs. Likewise, the computer-stored data has the facility of yielding print-outs of selected information contained in the Index. All course documents for the programs treated have been donated to the Sibley Music Library of the Eastman School of Music. These will be available through inter-library loan.

Since this report deals with programs that are undergoing frequent revision and represent an innovative component of the arts curriculum, it is hoped that current and supplementary data will be made available in the future on a regular basis.

APPENDIX A: FORMAT OF COURSE DESCRIPTION

FORMAT OF COURSE DESCRIPTION

NAME OF HIGH SCHOOL

- I. SCHOOL LOCATION:
 - A. STATE
 - B. CITY
- II. SCHOOL AND PROGRAM PERSONNEL:
 - A. NAME OF PRINCIPAL
 - B. NAME OF PROGRAM DIRECTOR
 - C. NAMES OF PROGRAM FACULTY
- III. COURSE GUIDE DESCRIPTION:
 - A. TITLE OF COURSE GUIDE
 - B. DATE OF GUIDE'S COMPILATION
 - C. COST OF GUIDE
 - D. FORMAT
- IV. CHARACTERISTICS OF THE PROGRAM:
 - A. DATE OF PROGRAM'S INITIATION
 - B. GENERAL OBJECTIVES
 - C. SUBJECT AREAS
 - D. SUBJECT AREAS EMPHASIZED
 - E. ORGANIZATION OF COURSE CONTENT (CHRONOLOGICAL, THEMATIC, ELEMENTS) AND BRIEF SUMMARY OF CONTENT
 - F. SPECIAL CHARACTERISTICS OF THE PROGRAM
- V. MANNER IN WHICH PROGRAM IS HANDLED:
 - A. TEAM TEACHING OR OTHER METHOD
 - B. STUDENT ENROLLMENT
 - 1. GRADE LEVELS
 - 2. PREREQUISITES
 - 3. REQUIRED, ELECTIVE, GIVEN FOR CREDIT
 - C. CLASS ACTIVITIES
 - D. EXTRACURRICULAR ACTIVITIES
 - E. MEANS OF EVALUATING STUDENT'S ACHIEVEMENT
 - F. FUTURE PLANS

VI. ADDITIONAL FEATURES INCLUDED IN THE GUIDE:

- A. SUGGESTED ACTIVITIES
- B. BIBLIOGRAPHY
- C. REFERENCE MATERIALS
- D. APPENDICES

MUSIC ABSTRACT: MUSIC CONTENT DESCRIBED IN THE COURSE GUIDE.

APPENDIX B: Correspondence

THE UNIVERSITY OF ROCHESTER
EASTMAN SCHOOL OF MUSIC
ROCHESTER, NEW YORK 14604

Supervisor of Secondary Education
State Department of Education
Cheyenne, Wyoming

Dear Sir:

We are preparing an Index of course guides for Related Arts and Humanities Programs which are currently operating in secondary schools throughout the country. Support for this project has been given by the Bureau of Research of the United States Office of Education through a small project grant. The purpose of the Index is to make available to educators on a national scale selected information about Related Arts and Humanities Programs which include the study of music. An attempt was made about a year ago to determine where in the country these integrated course offerings existed. Results of that survey showed that in approximately thirty states some schools had implemented or were planning to initiate some form of course that dealt with relationships among the arts and humanities.

The value of the Index in preparation depends largely on our acquisition of materials from as many schools as possible. Would you please help us by sending me as soon as possible, a list of schools or school districts in Wyoming where a Related Arts or Humanities Program is part of the secondary curriculum. If you do not know of specific programs, would you please send a list of secondary school principals or superintendents whom we could contact directly. Also, if a course guide for this type of program has been developed at the State level, I would appreciate receiving a copy of it for our library and for indexing.

Thank you for your kind assistance.

Sincerely yours,

Sister Grace Ann Geibel

THE UNIVERSITY OF ROCHESTER
EASTMAN SCHOOL OF MUSIC

ROCHESTER, NEW YORK 14604

Director of Humanities
Brighton High School
2035 Monroe Avenue
Rochester, New York 14618

Dear

We are preparing an Index of course guides for Related Arts and Humanities Programs which are currently operating in secondary schools throughout the country. Support for this project has been given by the Bureau of Research of the United States Office of Education through a small project grant. The purpose of the Index is to make available to educators on a national scale selected information about Related Arts and Humanities Programs which include the study of music.

We would like very much for the arts and humanities offering in your school to be represented in the national Index. Course offerings of this type which emphasize the integration of fine arts and humanities within a single program are comparatively new in most areas of the country. Likewise, they are frequently innovative and flexible. We expect some course guide materials to be tentative, loosely bound or mimeographed, while others may be more stable, even in published form. Regardless of the format, we are interested in receiving your present course guide and other materials that will help us to describe in the Index the nature of your course content and characteristics of your program.

The Index will include selected information descriptive of each Program listed as well as a brief abstract dealing specifically with the organization and content of the music offering. Since the processing and printing is to be completed in November, we request that all materials be sent to us as soon as possible. Would you also include copyright clearance for materials that have been published.

Thank you for your kind assistance.

Sincerely yours,

Sister Grace Ann Geibel

APPENDIX C: HIGH SCHOOLS INCLUDED IN THE INDEX

HIGH SCHOOLS INCLUDED IN THE INDEX

ALABAMA

Coffee High School, Florence
Tuscaloosa High School, Tuscaloosa

ARIZONA

Canyon del Oro High School, Tuscon
Chandler High School, Chandler
Paradise Valley High School, Phoenix

ARKANSAS

Pine Bluff High School, Pine Bluff
St. Anne's High School, Fort Smith

CALIFORNIA

Bakersfield High School, Bakersfield
Claremont High School, Claremont
Livermore High School, Livermore
Napa Valley Unified School District, Yountville
Oakland High School, Oakland
San Geronio, San Bernardino
San Leandro Unified School District, San Leandro
San Marino High School, San Marino
San Mateo High School, San Mateo
San Ramon High School, Danville
Sweetwater Union High School, Chula Vista
Torrance Unified School District, Torrance
Vallejo Unified School District, Vallejo
Visalia Union High School, Visalia

COLORADO

Centennial High School, Pueblo
Fort Collins High School, Fort Collins

CONNECTICUT

Bassick High School, Bridgeport
Daniel Hand High School, Madison
Ridgefield High School, Ridgefield
Sage Park Jr. High School, Windsor
Torrington High School, Torrington
West Hartford Public School, West Hartford
Wethersfield High School, Wethersfield
Woodrow Wilson High School, Middleton

DELAWARE

Brandywine High School, Wilmington
John Dickinson High School, Wilmington

FLORIDA

Apopka Memorial High School, Apopka
Colonial High School, Orlando
Mainland Senior High School, Daytona Beach
Manatee High School, Bradenton
New Smyrna Beach Senior High School, New Smyrna Beach
Oak Ridge High School, Orlando
Oviedo High School, Oviedo
Southeast High School, Bradenton

IDAHO

Boise Independent School District, Boise

ILLINOIS

Carbondale Community High School, Carbondale
DeKalb High School, DeKalb
Elk Grove High School, Elk Grove Village
Immaculate Heart of Mary High School, Westchester
Lyons Township High School, LaGrange
Maine Township High School South, Park Ridge
Shelbyville High School, Shelbyville
Wheaton North High School, Wheaton

INDIANA

Elkhart High School, Elkhart

IOWA

Ames Senior High School, Ames
Bettendorf High School, Bettendorf
Burlington High School, Burlington
Charles City Senior High School, Charles City
Keokuk Senior High School, Keokuk
Sac Community High School, Sac City

KANSAS

Emporia Senior High School, Emporia

KENTUCKY

Doss High School, Louisville

MASSACHUSETTS

Amherst Regional High School

MICHIGAN

Academy of the Sacred Heart, Bloomfield Hills
Ann Arbor Pioneer High School, Ann Arbor
Beecher High School, Flint
Bentley High School, Livonia
Blissfield High School, Blissfield
Oak Park High School, Oak Park, Michigan
Sault Ste. Marie Senior High School, Sault Ste. Marie
Shrine High School, Royal Oak
Trenton High School, Trenton
Albert Lea Senior High School, Albert Lea
Edina Independent School District, Edina

MISSOURI

David H. Hickman High School, Columbia
Hazelwood Senior High School, Florissant
Lafayette High School, Bellview
Union High School, Union

MONTANA

Billings West High School, Billings
Great Falls High School, Great Falls
Hellgate High School, Missoula

NEW JERSEY

Atlantic City High School, Atlantic City
Audubon High School, Audubon
Bergenfield High School, Bergenfield
Bernards High School, Bernardsville
Bridgewater-Raritan High Schools (East & West), Raritan
Cartaret High School, Cartaret
Clifton Senior High School, Clifton
East Orange High School, East Orange
Fair Lawn High School, Fair Lawn
Hackettstown High School, Hackettstown
Hopewell Valley Central High School, Pennington
The Lawrenceville School, Lawrenceville
Livingston High School, Livingston
Memorial High School, East Paterson
Montclair High School, Montclair
Morris Hills High School, Rockaway
Mountain Lakes High School, Mountain Lakes
New Providence High School, New Providence
Pascack Valley Regional High School District
Pascack Valley High School, Hillsdale
Pascack Hills High School, Montvale

NEW JERSEY (continued)

Pennsauken High School, Pennsauken
River Dell Regional Senior High School, Oradell
Scotch Plains-Fanwood High School, Scotch Plains
Trenton Central High School, Trenton
Woodbridge Senior High School, Woodbridge

NEW MEXICO

Carlsbad Senior High School, Carlsbad
Los Alamos High School, Los Alamos
Sandia High School, Albuquerque
Manzano High School, Albuquerque
Santa Fe High School, Santa Fe

NEW YORK

Brighton High School, Rochester
Bronxville High School, Bronxville
Clarkstown Senior High School, New City
Clinton Central School, Clinton
Cobleskill Central School, Cobleskill
Eastridge High School, Rochester
Franklin Delano Roosevelt High School, Hyde Park
Garden City Senior High School, Garden City
Glen Falls Senior High School, Glen Falls
Hempstead Public Schools, Hempstead
Horace Greeley High School, Chappaqua
Kenmore West and Kenmore East High Schools, Kenmore
La Fayette Central High School, La Fayette
Lincoln High School, Yonkers
Lindenhurst Senior High School, Lindenhurst
North Senior High School, Great Neck
Northport High School, Northport, Long Island
Oxford Academy and Central School, Oxford
Rye High School, Rye
Scarsdale High School, Scarsdale
Utica Free Academy, Utica
West Babylon High School, West Babylon, Long Island
Windsor Central School, Windsor

NORTH CAROLINA

Pisgah Senior High School, Canton

OHIO

Anderson High School, Cincinnati
Meadowdale High School, Dayton
Norwood High School, Norwood

OREGON

Marshall High School, Portland
Sweet Home High School, Sweet Home

PENNSYLVANIA

A. D. Eisenhower High School, Norristown
Clairton High School, Clairton
Dallastown Junior and Senior High School, Dallastown
Forest City Regional High School, Forest City
Mt. Lebanon High School, Pittsburgh
North Allegheny Senior High School, Pittsburgh
Selinsgrove Area High School, Selinsgrove

RHODE ISLAND

Cranston High School East, Cranston
Middletown High School, Middletown
Westerly High School, Westerly

SOUTH CAROLINA

Dreher High School, Columbia

SOUTH DAKOTA

Custer High School, Custer
Immaculate Conception Indian Mission School, Stephen
Lemmon High School, Lemmon
Webster High School, Webster

UTAH

Bonneville High School, Ogden

VERMONT

Springfield Senior High School, Springfield
Windsor High School, Windsor

VIRGINIA

Alexandria Public High Schools, Alexandria
Arlington County Public Schools
Wakefield High School
Washington-Lee High School
Yorktown High School
Hampton City Schools, Hampton
Woodbridge Senior High School, Woodbridge

WASHINGTON

Mount Tahoma High School, Tacoma
The Shadle Park High School, Spokane
Vancouver Public Schools
Columbia River High School
Hudson Bay High School
Fort Vancouver

WEST VIRGINIA

Mullens High School, Mullens
Parkersburg South High School, Parkersburg

WISCONSIN

Arrowhead High School, Hartland
Hamilton High School, Sussex